

Project: Discovery



education: associates
Job Ready. Life Ready.

ADAPTED CURRICULUM

SAMPLES

EXCERPTS PROVIDED:

- 1. Teaching Strategies..... (2 pages front and back)**
- 2. Scope and Sequence Chart.....(1 page front and back)**
- 3. Pre-Post Test.....(2 pages front and back)**
- 4. First Look at Small Engine Repair
Adapted Version..... (2 pages front and back)**
- 5. Vocabulary Board
Communication Supports..... (1 page front and back)**
- 6. Student Instructions..... (2 pages front and back)**
- 7. Data Sheet..... (1 page front and back)**
- 8. Visual Schedule..... (1 page front and back)**
- 9. Academic Worksheets
Math and English..... (3 pages front and back)**
- 10. Situations Cards & Role Playing
Social Communication Supports..... (1 page front and back)**
- 11. Bingo & Board Game..... (1 page front and back)**
- 12. Community-Based Social Stories.....(2 pages front and back)**

Child Care – Adapted Version

Teaching Strategies

This section includes teaching strategies to assist with implementing the Child Care Adapted module and materials to provide background knowledge to introduce terms and concepts to students before proceeding with kit activities.

| Section | Title |
|----------------|--|
| A. | Suggested Order of Implementation |
| B. | Data Collection Procedures |
| C. | Curriculum components – Visual Schedule, First Looks, Student Instructions, Vocabulary Boards and Cards, Introductory Worksheets, and Video Modeling |
| D. | Teaching Strategies – System of Least Prompts and Time Delay |
| E. | Introductory activities - Background Knowledge |
| F. | Online resources |

A. Suggested Order of Implementation

This kit has been created with several interactive components to teach students how to complete each activity. The following is the suggested order of implementation for activities in the kit:

1. Complete introductory activities (Background Knowledge activities, Worksheets 1-4 and introduce Vocabulary Boards and Cards – see Tab A)
2. Give students the PowerPoint Pre-test (see Pre-test instructions in Tab B, PowerPoint is on CD). The Pre-test should be given one-on-one; conduct a baseline trial (see Data Collection Procedures in Section B).
3. Teach students vocabulary using Time Delay (see Time Delay procedures in Section D).
4. As a group, have students watch the “First Look” PowerPoint, stopping for each activity.

For each activity:

5. Model: As a group, look at the Student Instructions PowerPoint (or use the printed book if necessary). To ensure student understanding, ask comprehension questions and discuss vocabulary.
6. Video Modeling: As a group, watch the video model of the activity being completed (on DVD at end of binder).

7. Lead: Provide students a Visual Schedule of the activity. Have them tell you what steps need to be completed to complete the activity. The teacher will complete the activity using the kit materials in front of the students.
8. Test: Individually, each student will use the Visual Schedule to complete the activity. Depending on material availability, this may need to be done one at a time or in small groups (collect intervention data- see Data Collection Procedures).
9. Continue step 7 until the student masters the steps in the activity.
NOTE: Steps 4-7 can be completed multiple times if necessary for activity mastery.
10. Give students the PowerPoint Post-test (see Post-test instructions in Tab B – the Post-test should be given one-on-one).

B. Data Collection Procedures

There are two methods of collecting key data for the module: 1) Pre-Post Test and 2) Data Sheets.

1. Pre-Post Test

The Pre-Post test is provided in a PowerPoint format (on the CD in the binder). The adapted Interactive Pre-Post Test is designed to give students with deeper challenges an opportunity to demonstrate learning by employing the Errorless Learning technique, long supported in research as an effective way to address the unique needs of learners with more severe disabilities. See Tab B for instructions on administering the test.

2. Data Sheets

Data Sheets track progress for students as they complete each activity. It is likely that many students completing this Adapted version of the kit will require multiple trials to master any given activity.

You can collect baseline data in the first column of each Data Sheet by asking the student with whom you are working to complete the activity prior to instruction. To avoid frustration, you can simply provide the task direction (e.g., “Swaddle the baby.”). Allow the student time to initiate and complete each step. If a step is not completed in time (see System of Least Prompts procedures) or correctly, you can stop the session and provide general behavior praise (e.g., “Thanks for trying.”). All steps not completed in time, not completed correctly, or not attempted would be marked incorrect and no credit would be given. Make sure you mark the Data Sheet with a “B” for the condition.

After instruction on each activity, data should be recorded each time the student attempts to complete the activity. For each step of the task analysis, you will give

System of Least Prompts Example

There are a lot of activities in this kit that require chained tasks to be completed (e.g., worksheets, activities). This is an example of how to use SLP to teach an activity (this specific example will be for a student learning how to swaddle the baby):

1. Task analyze the skill (this has already been done for you on the Data Sheet and Visual Schedule).
2. Select prompts: auditory, model, full physical.
3. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
4. Provide task direction: "Swaddle the baby."
5. Wait the pre-determined amount of time.
 - a. 3 seconds to initiate.
 - b. 10 seconds to complete.
6. Student initiates step 1 (gathers materials) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 2.
7. Student does not initiate step 2 (washing hands) within 3 seconds.
 - a. Teacher provides an auditory prompt "Wash hands."
 - b. Student complies and washes hands within 10 seconds.
 - c. Teacher provides verbal praise "Great job washing your hands."
8. Student initiates step 3 (spread blanket on table) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 4.
9. Student does not initiate step 4 (Fold one corner down about 6").
 - a. Teacher provides auditory prompt "Fold one corner down about 6".
 - b. Student does nothing for 3 seconds.
 - c. Teacher models folding one corner down.
 - d. Student does nothing for 3 seconds.
 - e. Teacher provides a full physical prompt of folding the corner of the blanket down (ensuring the student completes the step correctly).
 - f. Teacher allows student to complete step 5 (Lay baby on blanket with head near folded corner).
10. This same procedure continues until all steps of swaddling the baby are complete.
11. Record data on level of prompt for each task in the task analysis.
12. Graph number of steps completed independently or points earned.
 - a. for number of steps completed independently, count the number of steps with an "I" and graph that number.
 - b. for points earned, assign each level of prompt chosen a point value. For this example, it would be I=3; A=2; M=1; FP=0.

Time Delay Example

There are several activities in this binder that require a discrete response (e.g., worksheets, vocabulary cards). This is an example of how to use time delay to teach vocabulary words (this specific example will be for a student who is nonverbal, learning the word pacifier):

1. Select prompt level: model (the teacher will need his or her own copy of the materials for this level of prompting).
2. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
3. Provide task direction: "Touch pacifier."
4. Wait.
 - a. Trials 1-3: teacher immediately models touching pacifier on his or her own vocabulary board.
 - b. Trials 4+: teacher waits 5 seconds.
5. Student gets it correct *before* the prompt: "Great job, you touched the pacifier."
6. Student gets it incorrect *before* the prompt: "Remember, wait if you don't know. Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
7. The student waits; teacher models touching pacifier on his or her own vocabulary board.
8. The student gets it correct *after* the prompt: "Yes, that is the pacifier."
9. The student gets it incorrect *after* the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
10. Student does not provide an answer before or after the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board. *(if this does not result in an appropriate response, there is either a behavioral issue or the prompt selected is not appropriate and the teacher needs to move to a more intrusive (e.g., physical) prompt).*
11. Collect data on each trial.
12. Graph number *correct* before the prompt.

E. Introductory Activities - Background Knowledge

Students with more severe disabilities require more in-depth background knowledge and support to access concepts. After introducing the Vocabulary Boards and Cards and introductory worksheets 1-4, the teacher may wish to introduce additional background knowledge activities as outlined below. The hands-on format will be extremely appropriate for these learners, and the opportunities to repeat ideas, vocabulary, and actions are keys to their learning process.

Teachers working with this population will likely encounter students who are non-verbal or who are unable to produce a verbal response. Do not assume that these students

SCOPE AND SEQUENCE

CHILD CARE – Adapted Version

| TYPICAL CLASSROOM ACTIVITIES | ADAPTED PROJECT DISCOVERY ACTIVITIES | ALTERNATIVE ACTIVITIES ASSOCIATED WITH GREATEST STUDENTS WITH GREATEST CHALLENGES. <i>These activities can also be used as auxiliary activities to reinforce related concepts</i> |
|---|---|---|
| Introduction to Kit | <ul style="list-style-type: none"> • Read Me First (TAB A): Scope and Sequence chart • Review Background Knowledge with students • Introduce Vocabulary Boards and Vocabulary Cards (TAB A) | <ul style="list-style-type: none"> • Read Me First (TAB A): Scope and Sequence chart • Review Background Knowledge with students • Introduce Vocabulary Boards and Vocabulary Cards (TAB A) • Complete Worksheet 1: (TAB A) • Complete Worksheet 2: (TAB A) • Complete Worksheet 3: (TAB A) • Complete Worksheet 4: (TAB A) |
| Complete Pre-Test | <ul style="list-style-type: none"> • Interactive Pre-Post Test (TAB B) Complete Adapted Pre-test • Use Vocabulary Boards and Vocabulary Cards as necessary (TAB A) | <ul style="list-style-type: none"> • Interactive Pre-Post Test (TAB B) Complete Adapted Pre-test • Use Vocabulary Boards and Vocabulary Cards as necessary (TAB A) |
| Activity 1: “Lifting and Carrying the Baby” | <ul style="list-style-type: none"> • Listen/Read Adapted Version of “First Look at Child Care” thru Activity 1 (TAB C) • Activity 1 (TAB D): View Student Instructions PowerPoint for Adapted Activity 1: “Lifting and Carrying the | <ul style="list-style-type: none"> • Listen/ Read Adapted Version of “First Look at Child Care” thru Activity 1 (TAB C) • Activity 1 (TAB D): View Student Instructions PowerPoint for Adapted Activity 1: “Lifting and |

| | | |
|---|--|--|
| | <p>Baby”</p> <ul style="list-style-type: none"> • Watch video modeling of Activity 1 • Students watch Teacher complete Activity 1 • Student uses Visual Schedule to perform Activity 1 | <p>Carrying the Baby”</p> <ul style="list-style-type: none"> • Watch video modeling of Activity 1 • Students watch Teacher complete Activity 1 • Student uses Visual Schedule to perform Activity 1 • Worksheet 5 (TAB D) • Worksheet 6 (TAB D) • Worksheet 7 (TAB D) |
| <p>Activity 2: “Feeding the Baby”</p> | <ul style="list-style-type: none"> • Listen/Read Adapted Version of “First Look at Child Care” thru Activity 2 (TAB C) • Activity 2 (TAB E): View Student Instructions PowerPoint for Adapted Activity 2: “Feeding the Baby” • Watch video modeling of Activity 2 • Students watch Teacher complete Activity 2 • Student uses Visual Schedule to perform Activity 2 | <ul style="list-style-type: none"> • Listen/Read Adapted Version of “First Look at Child Care” thru Activity 2 (TAB C) • Activity 2 (TAB E): View Student Instructions PowerPoint for Adapted Activity 2: “Feeding the Baby” • Watch video modeling of Activity 2 • Students watch Teacher complete Activity 2 • Student uses Visual Schedule to perform Activity 2 • Worksheet 8 (TAB E) • Worksheet 9 (TAB E) |
| <p>Activity 3: “Diapering the Baby”</p> | <ul style="list-style-type: none"> • Listen/Read Adapted Version of “First Look at Child Care” thru Activity 3 (TAB C) • Activity 3 (TAB F): View Student Instructions PowerPoint for Adapted Activity 3: “Diapering the Baby” • Watch video modeling of Activity 3 • Students watch Teacher complete Activity 3 | <ul style="list-style-type: none"> • Listen/Read Adapted Version of “First Look at Child Care” thru Activity 3 (TAB C) • Activity 3 (TAB F): View Student Instructions PowerPoint for Adapted Activity 3: “Diapering the Baby” • Watch video modeling of Activity 3 • Students watch Teacher complete Activity 3 |

Pre/Post Test Child Care Adapted Version



1. Before you touch a baby, you should always...

A. Wash your hands



B. Fix a bottle



C. Get all needed items



D. Change the diaper



Yes!



2. When you dress a baby, what do you put on first?

A. Booties



B. Diaper



C. Blanket



D. Shirt



FIRST LOOK AT SMALL ENGINE REPAIR

Adapted Version

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1

Small engine repair shop workers are called **mechanics**. **Mechanics** work on **small engines** and stock the shelves in the repair shop.



3

Mechanics use many different types of tools.



4

Hand tools are simple tools that do not need batteries or electricity.



5

Drain Pan

A **drain pan** is used to catch the oil when it is drained from the engine.



Drain pan



16

Funnel

A **funnel** helps the mechanic get the oil into the engine without spilling.



funnel

17

Drop Cloth

A **drop cloth** is used to protect the work surface when working on small engines.



Drop cloth

18

Wire Brush

Parts in an engine get dirty over time. A **wire brush** is used to clean the spark plug or other small engine parts.



Spark plug

Wire brush →



19

Table Service

Vocabulary Board 1

| | | |
|---|---|---|
| <p>table service</p>  | <p>waitress</p>  | <p>waiter</p>  |
| <p>restaurant</p>  | <p>set table</p>  | <p>customer</p>  |
| <p>order</p>  | <p>guest check</p>  | <p>beverages</p>  |

Table Service

Vocabulary Board 3

Bus tub



Hello



Thank you



Welcome



What would you like to eat?



What would you like to drink?



Can I get you anything else?



Here's your check.



Goodbye



ACTIVITY 1

Setting a Table

Adapted Version

You will need:



placemat



large plate



napkin



fork



knife



spoon



glass



butter tub



dishcloth

Always wash your hands first.



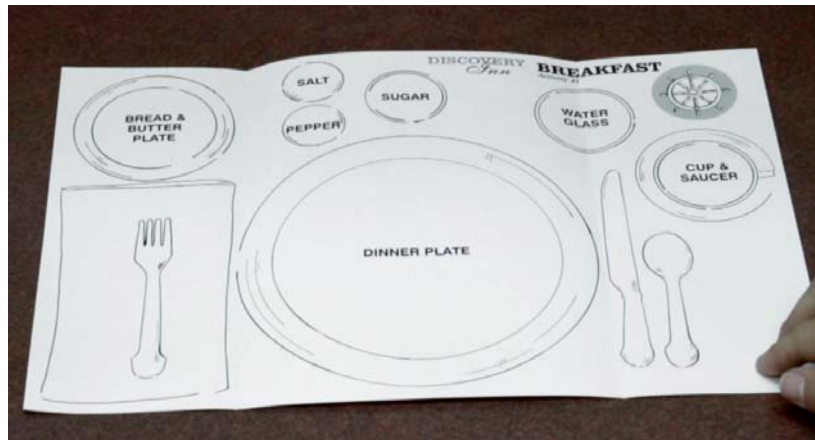
3

Wipe the table.



4

Place the placemat on the table.



5

Put plate on the placemat to match the picture.



6

Put the knife on the placemat.



7

Put the spoon on the placemat.



8

Activity 1
Setting a Table
Data Sheet

Name: _____

| | | | | | |
|--|---|---|---|---|---|
| Condition (Baseline or Intervention) | | | | | |
| Step: _____ Date: _____ | | | | | |
| 1. Gather all materials. | | | | | |
| 2. Wash your hands. | | | | | |
| 3. Wipe the table. | | | | | |
| 4. Place the placemat on the table. | | | | | |
| 5. Put plate on the placemat to match the picture. | | | | | |
| 6. Put the knife on the placemat. | | | | | |
| 7. Put the spoon on the placemat. | | | | | |
| 8. Place the napkin on the placemat. | | | | | |
| 9. Place the fork on the napkin on the placemat. | | | | | |
| 10. Fill a glass $\frac{3}{4}$ full of water. Place it on the mat. | | | | | |
| 11. Put a menu on the plate. | | | | | |
| 12. Have your teacher check your work. | | | | | |
| 13. Get a bus tub and put all the dishes in it. | | | | | |
| 14. Put all the things away. | | | | | |
| 15. Wipe the table. | | | | | |
| 16. Wash your hands. | | | | | |
| Number Independent | | | | | |
| Number Points Earned | | | | | |
| How did I do? | 😊 | 😊 | 😊 | 😊 | 😊 |
| | 😐 | 😐 | 😐 | 😐 | 😐 |
| | 😞 | 😞 | 😞 | 😞 | 😞 |
| Did you like setting a table? | 😊 | 😊 | 😊 | 😊 | 😊 |
| | 😐 | 😐 | 😐 | 😐 | 😐 |
| | 😞 | 😞 | 😞 | 😞 | 😞 |

Key: I=Independent; G=gesture; A=auditory/verbal; V=visual/picture; M=model; PP=partial physical; FP=full physical; 0=no response (this would be used during baseline only)

Points earned: I=6; G=5; A=4; V=3; M=2; PP=1; FP=0

Anecdotal Notes: _____

Activity 2

Taking an Order

Data Sheet

Name: _____

| Condition (Baseline or Intervention) | | | | | |
|---|---|---|---|---|---|
| Step: _____ Date: _____ | | | | | |
| 1. Gather all materials. | | | | | |
| 2. Wash your hands. | | | | | |
| 3. Set the table. | | | | | |
| 4. Show customer to table and give them a menu. | | | | | |
| 5. Get a glass of water, guest check and a pencil. | | | | | |
| 6. Ask if customer is ready to order. | | | | | |
| 7. Take customer's order. | | | | | |
| 8. Mark guest check as the customer orders. | | | | | |
| 9. Put paper food on plate and serve customer. | | | | | |
| 10. Add items ordered on guest check with a calculator. | | | | | |
| 11. Write total on check. | | | | | |
| 12. Give customer check upside down on table. | | | | | |
| 13. Collect payment from customer. | | | | | |
| 14. Put materials away. | | | | | |
| 15. Wash your hands. | | | | | |
| Number Independent | | | | | |
| Number Points Earned | | | | | |
| How did I do? | 😊 | 😊 | 😊 | 😊 | 😊 |
| | 😐 | 😐 | 😐 | 😐 | 😐 |
| | 😞 | 😞 | 😞 | 😞 | 😞 |
| Did you like taking an order? | 😊 | 😊 | 😊 | 😊 | 😊 |
| | 😐 | 😐 | 😐 | 😐 | 😐 |
| | 😞 | 😞 | 😞 | 😞 | 😞 |

Key: I=Independent; G=gesture; A=auditory/verbal; V=visual/picture; M=model; PP=partial physical; FP=full physical; 0=no response (this would be used during baseline only)

Points earned: I=6; G=5; A=4; V=3; M=2; PP=1; FP=0







Anecdotal Notes: _____






Activity 1

Lifting and Carrying a Baby

Visual Schedule

Name: _____

| | To Do: | When Done |
|--|--|-----------|
| <p>1. Gather all materials.</p> |  | |
| <p>2. Wash your hands.</p> |  | |
| <p>3. Name your baby.</p> |  | |
| <p>4. Talk to the baby, do not scare her.</p> |  | |
| <p>5. Put one hand under the head and neck. Put the other hand under her bottom.</p> |  | |
| <p>6. Slide your hand that is under the head down the baby's back so your arms hold the baby up.</p> |  | |

| | | |
|---|--|--|
| <p>7. Use the other hand to support the legs. Lift the baby gently to your body.</p> |  | |
| <p>8. Carry the baby close to you so she will feel safe.</p> |  | |
| <p>9. Put the baby down by holding the baby close to your body as you bend down, supporting the baby's back and neck.</p> |  | |
| <p>10. Clean up the area and put the baby away.</p> |  | |
| <p>11. Wash your hands.</p> |  | |

How did I do?



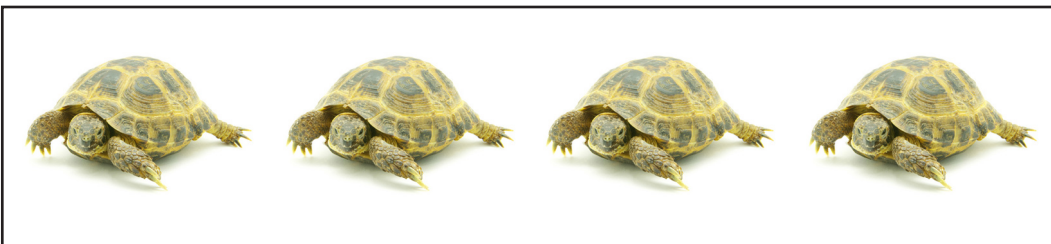
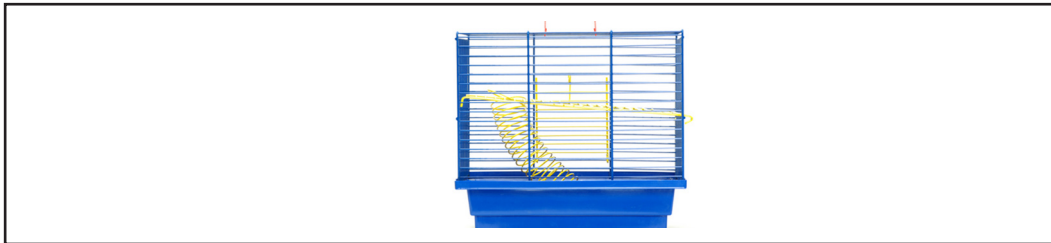
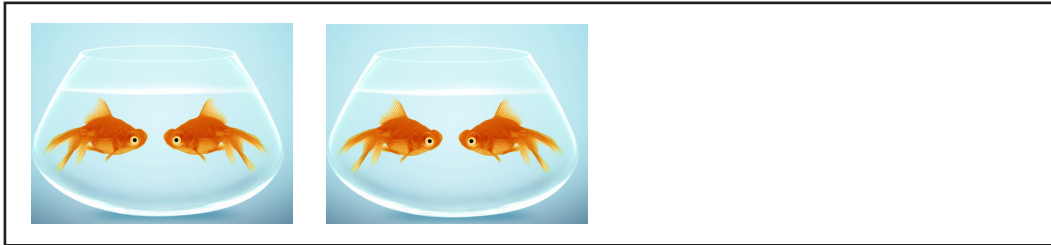
Did you like lifting and carrying a baby?



Worksheet 6

Name _____

Directions: Count the items and write the correct number.

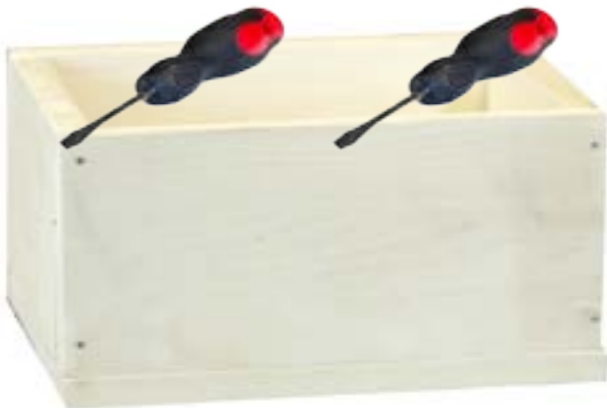
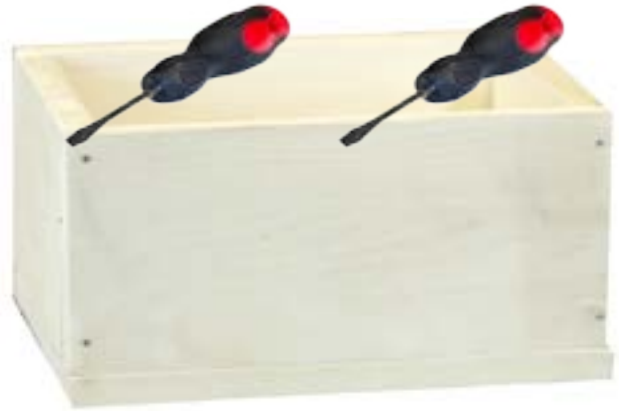


Worksheet 18

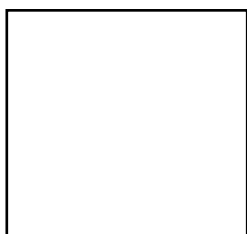
NAME: _____

Directions: Each toolbox has screwdrivers.

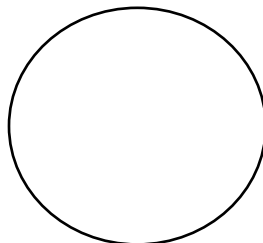
There are toolboxes.



How many screwdrivers are there in all? _____



X



=

Worksheet 2

NAME: _____

Finish the pattern - Circle what comes next.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Worksheet 18

NAME: _____

Direction: Cut the pictures apart and glue them in order.



1

2

3

4

Attach soft velcro under numbers and hard velcro to back of pictures to make the task an interactive folder game. Child care

Worksheet 4

NAME: _____

Draw a line from the definition to the picture answer.

1. _____ is mail that comes to an office or business to be delivered.



2. A _____ is how you pay for a letter to be delivered.



3. The person who helps deliver mail is called a _____.



4. Letters are put in an _____ to mail.



5. The letter must have an address so that the mail handler will know where to _____ the mail.



6. The mail handler must sort the mail into the _____ so people can pick up their mail.



MAIL HANDLING

Worksheet 19

NAME: _____

Put these words in ABC order on the lines below.

| | | |
|-------------|-----------|---------|
| hammer | carpentry | ruler |
| screwdriver | measure | goggles |
| nail | wood | build |

| | | |
|----------------|--|----------------|
| a | | n _____ |
| b _____ | | o |
| c _____ | | p |
| d | | q |
| e | | r _____ |
| f | | s _____ |
| g _____ | | t |
| h _____ | | u |
| i | | v |
| j | | w _____ |
| k | | x |
| l | | y |
| m _____ | | z |

SITUATION CARDS – TABLE SERVICE

| | |
|--|---|
| Miriam is busing a table. As she carries the bus tray into the kitchen, a glass falls to the floor. The glass breaks. Miriam should: | |
| A | Leave it there. It's not her job to pick up glass. |
| B | Go get a "Caution: Wet Floor" sign so people will not slip. |
| C | Carefully pick up the big pieces, and then get a broom to sweep up the little pieces. |

| | |
|---|---|
| Juan is taking cloth napkins off a dinner table. One of the napkins gets too close to the candle flame and it catches on fire. Juan should: | |
| A | Put the napkin in the water glass of the closest customer. |
| B | Grab a ½ empty glass from the bus tray and pour it on the napkin. |
| C | Run into the kitchen with the napkin, hoping to get to the sink before the flames burn him. |

| | |
|---|--|
| Beth is getting ready to take an order from a family, when she realizes that she has left her pencil in the kitchen. Beth should: | |
| A | Go back to the kitchen and get her pencil. |
| B | Ask one of the customers for a pencil. |
| C | Take the orders and hope she can remember all of them. |

Role-play I: Busing a Table

Props: *Two tables set for dinner, food on the plates. One bus tub. Aprons for each actor.*

Sam and Diana both have jobs busing tables at the Discovery Inn. It has been a busy night, and Diana is clearing off tables. They enter from opposite sides, with Diana carrying a bus tub. Diana stops at the closest table.

Diana: Hi Sam.

Sam: Hi Diana.

Diana: Hi Sam. Wow, am I tired. It has really been a busy night.

(Diana begins to stack dishes in the bus tubs. Diana is stacking her dishes unsafely. She puts in a large plate, then a glass on top of the plate, and then stacks other plates on top of the glass)

Sam: Diana, your plates will fall. You have to stack big plates together, then little plates, and glasses on the side.

Diana: No, this is fine.

Sam: But the boss told me: You have to stack big plates together, then little plates, and glasses on the side.

Diana: But I am in a hurry. I don't have time to be that slow.

Sam: You will be sorry. You have to stack big plates together, then little plates, and glasses on the side.

Diana: Whatever! I can handle it.

(Diana goes off stage. There is a loud crash and a sound of glass breaking)

Sam: That sounds like another job opening up. I wonder if my cousin would like to work here. I will tell her: You have to stack big plates together, then little plates, and glasses on the side.

CARPENTRY BINGO

carpenter



hammer



screwdriver



screw



free space



safety goggles



tape measure



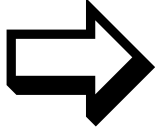



nail



build



Carpentry Game

| | | | | | |
|--|--|--|--|---|--|
| <p>START</p>  | <p>carpenter</p>  | <p>hammer</p>  | <p>screwdriver</p>  | <p>safety goggles</p>  | <p>Extra Turn</p>  |
| | | | | | <p>screw</p>  |
| <p>carpenter</p>  | <p>nuts & bolts</p>  | <p>Ahead 2</p>  | <p>CAUTION</p>  | <p>tool box</p>  | <p>nail</p>  |
| <p>tape measure</p>  | | | | | |
| <p>build</p>  | <p>Extra Turn</p>  | <p>hammer</p>  |  | | |
| | | <p>tool box</p>  | | | |
|  | | <p>Back 1</p>  | <p>screw</p>  | <p>screwdriver</p>  | <p>safety goggles</p>  |
| | | | | | <p>FINISH</p>  |

Community-Based Instruction – Social Stories

Social Stories help students prepare for transitions and rehearse appropriate behaviors. This story can be cut apart, laminated and bound to help the students prepare for a CBI trip to a nursing home to visit a caregiver.

The teacher can use this as a classroom activity and students can be given individual books to take on the trip or to take home for extra review.

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Caregiver
Social Story for CBI



A Trip to Happy Haven Nursing Home

Caregiver
Social Story for CBI



My class is going to a nursing home

1

Caregiver
Social Story for CBI



We will visit a caregiver

2

Caregiver
Social Story for CBI



I will get on the bus.

3

Caregiver
Social Story for CBI



I will sit down with my hands in my lap.

4

Caregiver
Social Story for CBI



The bus may be noisy.
That's okay.

5

Caregiver
Social Story for CBI



When the bus stops,
I will get off the bus.

6

Caregiver
Social Story for CBI

